

CURRICULUM GUIDELINES AND CRITERIA FOR HIGH SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
HIGH SCHOOL LEVEL			
Focus and Intent - High School Level	<ul style="list-style-type: none"> • Training on one or two core academic content areas for local board-adopted standards-based instructional programs for grades 9-12 – English/language arts, mathematics, history-social science, and science. One academic core area must be either English/language arts or mathematics. Intervention programs in Reading/English/language arts will be accepted as a core academic content area. • Training on how to supervise and support teacher delivery of standards-based instruction with emphasis on effective instructional strategies. • Training must include: • Up to 8 hours for state/district vision, plan and expectations; • For high schools, a minimum of 32 hours of Module 1 institute training must cover the local board-adopted program; curricular frameworks, standards, and research; content, concepts, and instructional strategies; support systems; assessments; and communications and technology. 	<ul style="list-style-type: none"> • Develop a working knowledge of key terms and the priority of certain components in various courses, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs for academic core courses when working with teachers. • Achieve credibility as an instructional leader with teachers through a familiarity with the content of the district-adopted program(s). • Develop an understanding of higher education expectations for high school graduates, including A-G course sequence and higher education admission and placement exams. • Be able to provide guidance and support to teachers in the delivery of effective instructional strategies. 	

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Institute Materials – High School Level	<ul style="list-style-type: none"> • Teacher's Guides for selected academic core courses. • Auxiliary Teacher's Guides, when appropriate. • Handouts including: <ul style="list-style-type: none"> - Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments). - STAR Blueprints for the California Standards Tests, grades 9-11. • Handouts specific to participating district(s) (not required at time of submission for approval of training curriculum) including: <ul style="list-style-type: none"> - Local Board, district and school site rules and regulations that govern high school instructional practices (e.g., placement of students in courses, homework, course requirements, pre-requisites for courses, grading procedures, roles and responsibilities of principals). - District and school level STAR reports from CDE Web site for most recent year (specific to participants' district/school site). - District and school level CAHSEE reports and data specific to participants' district/school site. - District and school level CELDT reports and data specific to participants' district/school site. - District and school site student assessments. - Guide checklist for principals to use when observing classroom instruction. - Master listing of local board approved, standards-based instructional programs for grades 9-12 for academic core subject areas included by Institute. 	<ul style="list-style-type: none"> • Develop a working understanding of how instructional program materials are organized by structural features, content features, and teacher/student aides. • Attain tools and resources to share with teachers. 	

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	State/District Vision, Plan & Expectations	
Institute Curriculum – High School Level	<ul style="list-style-type: none"> • Description and discussion of state initiative (vision and mission): Prepare ALL students to master the world-class, grade level content standards in English-language arts, mathematics, history-social science, and science. • Explanation of the importance of high expectations, course rigor, and appropriate course placement of all students for student academic achievement. • Explanation and discussion of the importance of literacy as a focus for school-wide reform efforts and the use of appropriate English/language arts intervention materials, adopted by the SBE (January 2002), to support student achievement. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed up with standards-based school reform [e.g., Rand Study, March 1998; Dana Center, 1999; and Elmore, 2001]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the local board adopted standards-based instructional materials for mathematics, English /language arts, history-social science, and science [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted standards-based instructional materials for all academic core subjects [not required for submission approval]. 	<ul style="list-style-type: none"> • Understand the state initiative (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the necessary actions and support systems required to move schools from low to high performing including a focus on literacy, high expectations for all students, and supervision of teachers in the delivery of standards-based instructional programs. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of its local board adopted, standards-based instructional materials for mathematics, reading/language arts, history-social science, and science. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted, standards-based instructional materials for all academic core subjects. • Understand the connection between student achievement and rigorous high school courses and the role of research-based interventions programs to support student achievement. • Understand the strategic focus on English/language arts and mathematics in the California High School Exit Exam.

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	General Overview of Adopted Instructional Materials		
Institute Curriculum High School Level	<ul style="list-style-type: none"> A general orientation on the local board adopted, standards-based instructional materials for the core academic subjects to be included in the Institute: <ul style="list-style-type: none"> - Review any available description of the materials. - Review any available evaluations of these materials (documentation for the local board recommendations for adoption – not required for submission approval). Description and discussion of intervention programs currently used by district/school site as well as an overview of interventions programs proved to be effective for high school level students. 	<ul style="list-style-type: none"> Attain a comprehensive awareness for selection of core academic subject instructional programs. 	√

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	Curricular Frameworks, Standards and Research		
Institute Curriculum High School Level	<ul style="list-style-type: none"> Reading and discussion and activities to become familiar with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students. Analyzing and interpreting current STAR results (norm referenced test and California Standards Test(s)) and CAHSEE results. 	<ul style="list-style-type: none"> Achieve in-depth familiarity with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students Understand how to analyze and interpret current STAR results (norm referenced test and California Standards Tests(s)) and CAHSEE results. 	√

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	Content, Concepts, Instructional Strategies		
Institute Curriculum High School Level	<ul style="list-style-type: none"> Demonstration and discussion on key content and concepts and teaching strategies embedded in the instructional program(s) selected for the Institute (may be combinations by grade level and core academic subject areas). Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. <ul style="list-style-type: none"> Engage participants in practice activities to describe key strategies for various components. Model key scaffolding techniques to address needs of diverse learners (e.g., EL; Sp.Ed., GATE; at-risk of not passing the California High School Exit Exam). Discuss scaffolding techniques and practice articulating them. Identify and examine the information provided by the publisher designed to assist the teacher in how to plan and modify instruction to help all students meet or exceed standards. 	<ul style="list-style-type: none"> Be able to identify and articulate the content, concepts, and teaching strategies embedded in the adopted programs. Develop an understanding of standards-based instruction that allows discussion of key content and instructional strategies with teaching staff. 	√

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	Support Systems		
Institute Curriculum High School Level	<ul style="list-style-type: none"> Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common preparation periods, and release time for collaboration). Description and discussion of how to supervise teachers' delivery of instructional program and what a standards-based instructional classroom looks like. 	<ul style="list-style-type: none"> Be able to identify and discuss effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common preparation periods, and release time for collaboration). Be able to describe and discuss how to supervise teachers' delivery of instructional program and what a standards-based instructional classroom looks like. 	

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	Assessments		
Institute Curriculum - High School Level	<ul style="list-style-type: none"> • Identification and discussion on the use of multiple assessments, provided by the district, the school site and the instructional programs. Focused discussions on the following: <ul style="list-style-type: none"> – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. – Identify and examine the assessment tools that the publishers include as part of their instructional materials to provide evidence of students' progress towards meeting the content called for in the standards and framework. – Identify and examine use of tools that measure the effectiveness of instructional delivery of program content. – Identify and examine tools and strategies to assess the effectiveness of delivery of instruction for students with special needs (i.e. EL, Special Education; GATE; students below grade level). – Examine the use of available data to improve instructional delivery, program offerings, and student achievement. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on the interpretation and use of the STAR results for all academic content areas (CAT 6 and California Standards Test) and the California High School Exit Exam. 	<ul style="list-style-type: none"> • Understand the use of multiple assessments, provided by the district, the school site and the instructional programs. <ul style="list-style-type: none"> - Tools that assess student progress and needs - Tools that assess effectiveness of instructional delivery. • Understand the use of multiple assessment tools, including materials that provide frequent assessments at strategic points of instruction. • Understand the use of pre-tests, unit tests, chapter tests, and summative tests. 	√
	<ul style="list-style-type: none"> • Training on how to interpret Academic Performance Index (API) 	<ul style="list-style-type: none"> • Understand how to interpret and use results from STAR, California High School Exit Exam, and Academic Performance Index (API) to improve student academic achievement. • Understand how to use technology to aggregate and disaggregate data. 	√
	<ul style="list-style-type: none"> • Training on how to utilize technology to aggregate and disaggregate data. <ul style="list-style-type: none"> – Identify the features of the norm-referenced test and its importance or school wide achievement goals (features: comparative information and disaggregated scores by student populations). – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by course to determine importance of content standard strands. – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics courses and High School Exit Exam at district and school site. – Discuss assumptions about variability in the distribution of scores related to school factors to identify instructional weaknesses (e.g., instructional time, delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, academic expectations for all students.) – Review and interpret district/school API for most current year. 	<ul style="list-style-type: none"> • Be able to understand the interpretations and use of CELDT, and assist teachers and other members of the school community to interpret and understand the results. 	√
	<ul style="list-style-type: none"> • Training on the interpretation and use of the CELDT. 		√

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	Communications & Technologies		
Institute Curriculum - High School Level	<ul style="list-style-type: none"> • Identification of school structures, communication procedures, and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). 	<ul style="list-style-type: none"> • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, determining action plans based on discussions, and using technology to aide communications. 	√
	<ul style="list-style-type: none"> • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track on students who are succeeding and those who need more assistance (within a 6-8 week cycle). 	<ul style="list-style-type: none"> • Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. 	√
	<ul style="list-style-type: none"> • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction. 	<ul style="list-style-type: none"> • Be able to use and discuss the merits of the adopted instructional program's software, videos, tapes, and CDs that support instruction (for both teacher and student). 	√